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ABSTRACT

A study surveyed 207 students of English as a Second Language, aged 11-57 and at all levels, in a Brazilian English institute to derive a student profile for curriculum development. Subjects were questioned concerning: motivation for starting and continuing English language study; perceptions of the language lessons in terms of activity types, interaction types, and degree of student and teacher control; and sources of English language and cultural input. Results indicate that the students' primary motive for beginning to learn English was to understand films, songs, and other aspects of popular culture, but their motive for continuing study was employment-related. In general, students pursued English instruction for professional advancement, to take advantage of spoken and visual media, for travel, and because they perceive it as part of a good education. Favorite classroom activities appear to correlate with motivations, but writing and grammar were not generally enjoyed. Most favored paired and group work over individual work. Students also preferred teachers to have control over classroom interaction. Teacher and textbooks were the desired sources of input. Problems in questionnaire administration suggest some methodological improvements, and results suggest ways of integrating the survey itself into the curriculum. Questionnaire and tabulated results are appended. (MSE)

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26th ANNUAL TESOL CONVENTION
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THE BRAZILIAN EFL LEARNER: A PROFILE INFLUENCING CURRICULUM

Vera Couto & Louise Towersey (Cultura Inglesa - Rio)

I - Introduction -

More than ever, the need to know what learners need and want as well as what can be delivered to them and how it can be best delivered is a key factor in the success or failure in learning. Knowing more about our learners' motivations and interests, their preferences and expectations will hopefully make teaching not only more effective but also more fun.

With this in mind, we decided to carry out a study of the Brazilian EFL student in the Cultura Inglesa-Rio. The idea was to devise a questionnaire which would tackle the following: their motivation for starting to learn English and for continuing to learn it, their perceptions of the EFL lesson in terms of: activity types, types of interaction, degree of teacher and student control, and sources of input on the English language and culture.

The emerging profile can hopefully inform curriculum design, classroom practices, materials development and teacher training, among other areas.

This paper provides a description of the questionnaire used, the administration procedures, the data analysis and the results of the first run of the questionnaire. It also discusses the implications that this profile may have for EFL curriculum development - specifically in an EFL teaching institution like the Cultura Inglesa in Rio.

II - The Survey -

1. Questionnaire Design - The questionnaire was first devised focussing mainly on motivation for having started learning English and was later extended to include reasons for still studying it. In addition to that,

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it was agreed that investigating learners' perceptions of the classroom event might also provide interesting insights. As a result the questionnaire was divided into two parts: Part I focussing on motivation and Part II focussing on perceptions of classroom events. In Part I respondents had to rate the different reasons listed from 1 (lowest) to 7 (highest), whereas in Part II they were asked to respond with **YES** or **NO** to the various points mentioned with respect to what they enjoyed, what they thought they learned better with, what they perceived to exist in the lesson and what they thought should exist in the lesson. Part I was divided into past and present motivation and listed 11 reasons. Part II listed 17 activity types, 5 interaction types, 3 questions on who controls the activities, and 5 on possible sources of input. Activity types were taken in a very broad sense to cover from grammar explanations or exercises to pronunciation practice, games, video work, etc. (Appendix)

2. Questionnaire Administration Procedures - In order to trial the instrument and with a view to ensuring that reasonable standard procedures were followed, the two researchers decided to administer the questionnaire themselves. Students would use the translated version of the questionnaire and would be told to try and complete it, asking for help or clarification if they felt they needed it. No more explanations would be given to the respondents, since one of the aims of administering the questionnaire at this stage was to test it for inconsistencies and/or lack of clarity.

3. Subjects - Since the questionnaire presupposed that learners had been learning English for some time, being therefore familiar with the Cultura Inglesa-Rio English lesson, learners from five different levels were selected - three beginner levels, and intermediate (I) and advanced (A) levels. Beginners were learners aged between 11 and 13 (young learners - YB 2A), 13 and 18 - and a few older than that -, (teenagers - B 2A) and adults 22 and over (adults - AB 1A). Two branches were selected for this pilot run for the following reasons: they were representative of what is normally perceived to be the

average Cultura Inglesa-Rio student: most come from middle class families and live and study (or work) in their neighbourhood.

Altogether there were 207 subjects with the following characteristics: Elementary level learners; YB 2A - 48 (23 male; 24 female; one failed to mention) - 47 students between 11 and 13 years old and one 14 year-old; B 2A - 33 (7 male; 25 female; one failed to mention) - 28 students between 13 and 17 years of age and one 18 year-old, one 19 year-old and three older students: 28, 32 and 37 years of age; AB 1A - 30 students (15 male, 15 female) between 17 and 57 years old; I 1A - 49 (16 male; 33 female) - 42 students between 14 and 17 years old, two 13 year-olds, one 18 year-old, two 20 year-olds, one aged 27 and one aged 41; A 1A - 47 (21 male; 26 female) - 44 students between 15 and 22 years old; one 13 year-old and two older students aged 27 and 39.

4. Data Analysis - Although the instructions for answering the questionnaire indicated clearly that reasons should be rated from 1 to 7 in Part I and respondents should write either YES or NO in Part II for all items, some students felt that they were in many cases not in a position to rate one of the reasons listed in Part I; some felt the need to go beyond the YES/NO answers, and wrote things like "sometimes", "not always", "there should be more", "it depends" or "more or less". "Sometimes", "not always" and "there should be more" were considered affirmative answers, whereas "it depends" and "more or less" were taken to be negative. In a few cases respondents left the column blank and this was tabulated as "unstated". At this point only a count of how many YES, NO and "unstated" answers was carried out so as to sketch a profile of these students; no correlations have been established owing to the tentative nature of this operation.

III- Tentative profile of the Brazilian EFL student -

The results of Part I of the questionnaire offer a tentative profile of the Brazilian EFL students in the Cultura Inglesa-Rio. They indicate their motivations for starting to learn English and their reasons for continuing to study it.

Tables 1 and 2 below show the rank orders which emerged from this pilot run.

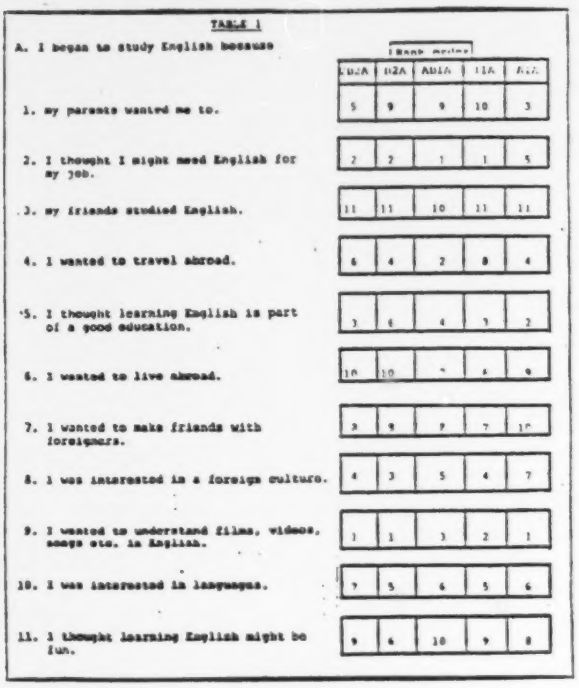

TABLE 1

A. I began to study English because	Rank order				
	KDJA	DJA	ADJA	IIA	A.A
1. my parents wanted me to.	5	9	9	10	3
2. I thought I might need English for my job.	2	2	1	1	5
3. my friends studied English.	11	11	10	11	11
4. I wanted to travel abroad.	6	4	2	8	4
5. I thought learning English is part of a good education.	3	6	4	3	2
6. I wanted to live abroad.	10	10	7	6	9
7. I wanted to make friends with foreigners.	8	8	8	7	10
8. I was interested in a foreign culture.	4	3	5	4	7
9. I wanted to understand films, videos, songs etc. in English.	1	1	3	2	1
10. I was interested in languages.	7	5	6	5	6
11. I thought learning English might be fun.	9	6	10	9	8

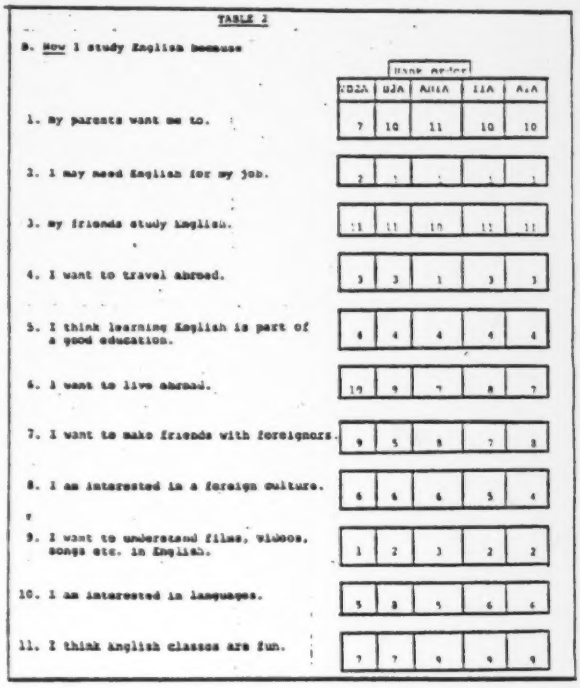

TABLE 2

B. Now I study English because	Rank order				
	KDJA	DJA	ADJA	IIA	A.A
1. my parents want me to.	7	10	11	10	10
2. I may need English for my job.	2	1	1	1	1
3. my friends study English.	11	11	10	11	11
4. I want to travel abroad.	3	3	1	3	3
5. I think learning English is part of a good education.	4	4	4	4	4
6. I want to live abroad.	10	9	7	8	7
7. I want to make friends with foreigners.	9	5	8	7	8
8. I am interested in a foreign culture.	6	6	6	5	6
9. I want to understand films, videos, songs etc. in English.	1	2	3	2	2
10. I am interested in languages.	5	8	5	6	6
11. I think English classes are fun.	8	7	9	9	9

It is interesting to note that students' most claimed motivation for starting to learn English is number 9 (to understand films, videos, songs, etc. in English) which is replaced with number 2 (I may need English for my job) when it comes to their present motivation for still learning it. Number 9 still ranks high, however. In terms of present motivation for studying English there is a neat pattern with reference to reasons 1, 2, 3, 4, 5 and 9, especially reasons 4 and 5 which rank almost the same throughout. These results seem to indicate that learners do not get motivated to learn English as a result of parent pressure or peer pressure (the exception being Advanced level learners who admit to having been made to study English by their parents; they feel, however, that this pressure has slackened now and have job needs as their main source of motivation). Students in Adult Basic classes also perceive as their main motivation the wish to understand videos, films, songs, etc. in English, an indication of how powerful these media are as motivating elements.

Although still premature, the profile emerging from this pilot run could be summarized as follows:

- Brazilian EFL students (in the Cultura Inglesa-Rio at least) want to learn English because:

  a. they perceive it as a means of professional advancement;
  b. they want to take full advantage of spoken and visual media;
  c. they want to travel abroad;
  d. they think learning English is part of a good education (a means of rising in the social scale? a means of professional advancement?).

These four motives point to two main concerns of these students: a concern with their jobs (present or future) and a concern with how to make the most of their leisure activities. There seems to be a shift in focus from what might be called integrative motivation to instrumental motivation — whether that suggests more ESP - oriented courses remains to be investigated. This concern with leisure is also present in this pilot run concerning the learners' most enjoyable activities: games and viewing are very well received across levels, and so are vocabulary work, debates and pronunciation work. Although no correlation has been established between what students like and what they think should occur in class, the figures available indicate - not surprisingly - that learners think lessons should have what they enjoy. The good thing about these learners' perceptions is that, in the majority of cases, there is a close relationship between what they enjoy doing and what they perceive to be helpful to their learning. However, although learners appreciate the fun element of games in the classroom, for instance, they do not consider this element of fun as serious work or something beneficial to their learning. If the game has a clear aim to the student, e.g. it involves vocabulary or pronunciation work, students feel that learning is taking place and the game is seen as something fun and profitable.

On the other hand, writing activities, which are in general not very popular, are perceived as very helpful to these students' learning, the same holding true for listening comprehension activities. These could be a result of the fact that most learners usually claim to find it difficult to write and to

understand English. In addition to writing, grammar is also considered beneficial, but both seem to be considered not enjoyable - possibly boring. The fun element mentioned earlier seems to be missing here, which may require a reassessment of these activities in order to include an element of enjoyment to what may otherwise be perceived as necessary but tedious work.

To say but a brief word about learners' opinions about various types of interaction, the majority of learners favor pair and groupwork over individual work, perceiving teamwork of all kinds as helpful to their learning, this being very possibly a result of the teaching approach used in the Cultura Inglesa-Rio, which encourages learners to depend on themselves as members of a group as much as on other group members.

In terms of who ought to be in control in the classroom, most students claim to learn better when the teacher is in control - the more advanced in their learning the stronger this claim. The teacher is therefore still seen as an important source of input and of learning. Although students feel that they profit from more learner-centered activities such as pairwork and groupwork, the presence of the teacher - to set clear models and to monitor - is reassuring to students and helps them learn. Peers are regarded as unreliable sources and unhelpful monitors and models. This is possibly a contradiction to what was said in the previous paragraph, which just confirms the belief that one of the paradoxes of autonomy (or interdependence) of members of any one particular group in relation to one another is exactly this: I enjoy doing things with my peers, but I'm not so sure I want to keep strict control over things! Or maybe it is a reflection of the teachers' attitude regarding this same topic: providing opportunities for peer interaction which may lead to interdependence which entails a drift away from them, but retaining control under the guise of decentralization - the teacher's paradox this time!

Despite technology, teacher and textbooks are still the preferred sources of input for students, the ones they rely on and trust the most. The use of technology in language teaching seems responsible for the learners' tendency to prefer listening comprehension on video rather than on audio tapes

(cf. video clips of pop singers where sound and image merge to convey a message); young learners are particularly keen on video clips - or anything having a visual stimulus which will aid comprehension and facilitate it.

IV- Some problems -

One of the next steps was to analyse the questionnaire with a view to making it a more suitable instrument to tap learners' motivation and perceptions, adapting it and differentiating it for use at various levels by the diverse age groups. To do this we took into consideration the problems which arose at the administration and analysis stages.

During the administration of the questionnaire some problems arose which concerned the content itself, e.g. the meaning of 'control' or 'source of input', which are aspects of classroom teaching which learners do not seem to relate to immediately or are unable to grasp the concept of even after explanations; also, the fact that in order to answer this part (sources of input) students may have to provide more than one response, i.e. tick more than one item, was quite problematic. This makes it different from other parts of the questionnaire - each answer is not mutually exclusive like in other parts and needs to be reassessed.

Some other problems referred to the need students felt to provide answers other than YES/NO in Part II, especially in the first two columns ("I enjoy" and "I learn better"). During the analysis of responses, we noticed that some adult students failed to rate a considerable number of items in Part I, which may indicate that they felt that those reasons were not applicable, thus the need for one version of the questionnaire for younger learners and teenagers possibly and another version for adults. To a lesser extent, the same problem was detected in Part II A - Classroom activities, pointing again to the need for different questionnaires.

Last but not least, the revised, refined version of the questionnaire may be administered on a large scale with a view to using the answers given to feed into curriculum development, course planning and materials development as well as to influence teacher training programs.

V- Some practical uses in the pedagogy

Integrating this questionnaire into the pedagogy seems a very useful possibility, and several practical uses have been considered:

a. work out the students' overall profile (class profile) and discuss it with them;

b. using Part I of the questionnaire only, draw up the profile emerging from the answers, present it to the students and ask them to draw up a profile themselves; alternatively, students may be asked to draw up a profile and then be shown the profile emerging from their responses for comparison and discussion;

c. using Part I of the questionnaire only, ask students to answer Part A on one day and part B on another day before doing the activity suggested in b. above;

d. using Part II A of the questionnaire, discuss activity types with the students (what is meant by each activity) before getting them to answer the questions; alternatively, this discussion may lead to the production of either a longer list of activity types (students and teacher together would only add to the present list) or of a different list, which would then be specific to that group of students. After this procedure, they could either produce another Part II A of the questionnaire and then answer it individually or work in groups and answer the questionnaire together;

e. using Part II, discuss patterns of interaction, types of activities, and so on with students;

f. after discussing Part I with the students, a discussion on activity types could attempt to relate to their reasons for learning English;

g. using Part II A & B, discuss how activity types relate to patterns of interaction, i.e., how students believe certain activities should be carried out;

h. using Part II A & C, discuss how activity types relate to degrees of control;

i. dividing the class into groups, get each group to develop their own questionnaire to be administered to members of the other groups;

j. alternatively, teachers themselves could work out a questionnaire that will be relevant to their group of students.

VI- Some research oriented possibilities -

In order to research into learners' motivations and preferences, several possibilities present themselves:

a. Using a protocol - like approach, pause after the student has answered each item (Part II) and discuss what he/she is thinking about; this will possibly clarify what students believe those activities to be compared to what the teacher (or questionnaire designer) meant them to be.

b. Devise an open questionnaire for a few learners to respond to which will provide a considerable amount of information about learners' perceptions of activity types. The responses may feed into a new version of the questionnaire to be administered to a large number of students. The combination of both qualitative and quantitative approaches will present a more comprehensive view of learners as well as a more precise and adequate profile.

c. The combination of both quantitative and qualitative approaches above may be utilized the other way around: first draw a profile based on a large number of responses and then do more focused work later, using only a few students this time.

VII- Final Remarks -

The comments and suggestions made in IV, V and VI above are meant to encourage reflection on the teacher's as well as the students' part. They are also aimed at encouraging active participation and involvement in questionnaire design and analysis, and can certainly be smoothly integrated into the pedagogy. Encouraging ownership of the project among teachers and learners can have very positive results for teaching itself and very positive learning outcomes. A series of activities based on learners' motivations and preferences will soon feed into materials development and curriculum design, thus emphasizing the transient nature of both.

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CULTURA INGLESA SOCIEDADE BRASILEIRA DE CULTURA INGLESA
DEPARTMENT OF EDUCATION - Rio de Janeiro

QUESTIONNAIRE

26th ANNUAL TESOL CONVENTION
Vancouver, Canada
3rd - 7th March,1992

THE BRAZILIAN EFL STUDENT: A PROFILE INFLUENCING CURRICULUM

VERA COUTO
LOUISE TOWERSEY

This questionnaire does not aim to assess your learning. It represents an attempt to know the students in Cultura Inglesa - Rio.

This questionnaire is divided into two parts: in Part I we will talk about your motivation to learn English; in Part II we will talk about your English lessons: the content of your classes and the types of activities they include, who you work with in class, who controls the activities in class and what sources of input in terms of the English language and culture are used.

Answer the questions as honestly as possible. Don't feel embarrassed. You need not write your name.

Before starting to answer the questionnaire, please fill out the blanks below with the required information:

Branch: _____ Level: _____ Age: _____ ☐ Male

Class time: _____ ☐ Female

Age when I began to study in the Cultura: _____ Level: _____

Age when I began to learn English: _____

English-speaking country(ies) visited: _____

Duration of stay(s): _____ Reason for trip(s): _____

Present need for English at work:

Speaking ☐ Writing ☐ Reading ☐

Present need for English in studies:

Speaking ☐ Writing ☐ Reading ☐

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THANKS

THE BRAZILIAN EFL STUDENT: A PROFILE INFLUENCING CURRICULUM

PART I

In this part you are asked to please rate the reasons below from 1 (lowest) to 7 (highest) by circling the numbers.

A. I began to study English because

	lowest						highest
1. my parents wanted me to.	1	2	3	4	5	6	7
2. I thought I might need English for my job.	1	2	3	4	5	6	7
3. my friends studied English.	1	2	3	4	5	6	7
4. I wanted to travel abroad.	1	2	3	4	5	6	7
5. I thought learning English is part of a good education.	1	2	3	4	5	6	7
6. I wanted to live abroad.	1	2	3	4	5	6	7
7. I wanted to make friends with foreigners.	1	2	3	4	5	6	7
8. I was interested in a foreign culture.	1	2	3	4	5	6	7
9. I wanted to understand films, videos, songs etc. in English.	1	2	3	4	5	6	7
10. I was interested in languages.	1	2	3	4	5	6	7
11. I thought learning English might be fun.	1	2	3	4	5	6	7

THE BRAZILIAN EFL STUDENT: A PROFILE INFLUENCING CURRICULUM

B. Now I study English because

1. my parents want me to.	1	2	3	4	5	6	7
2. I may need English for my job.	1	2	3	4	5	6	7
3. my friends study English.	1	2	3	4	5	6	7
4. I want to travel abroad.	1	2	3	4	5	6	7
5. I think learning English is part of a good education.	1	2	3	4	5	6	7
6. I want to live abroad.	1	2	3	4	5	6	7
7. I want to make friends with foreigners.	1	2	3	4	5	6	7
8. I am interested in a foreign culture.	1	2	3	4	5	6	7
9. I want to understand films, videos, songs etc. in English.	1	2	3	4	5	6	7
10. I am interested in languages.	1	2	3	4	5	6	7
11. I think English classes are fun.	1	2	3	4	5	6	7

THE BRAZILIAN EFL STUDENT: A PROFILE INFLUENCING CURRICULUM

PART II

In this part, please write yes or no in the boxes below; all boxes must be completed.

A. Content of classes and activity types:

	I enjoy	I learn better	it occurs in class	it should occur in class
1. Specific grammar points				
2. General grammar (incidental)				
3. Vocabulary				
4. Writing sentences				
5. Writing paragraphs				
6. Writing compositions				
7. Reading Comprehension				
8. Listening Comprehension				
9. Viewing Comprenension				
10. Memorized dialogues				
11. Roleplays				
12. Debates				
13. Games				
14. Discussions linked to the coursework				
15. Discussions not linked to the coursework				
16. Pronunciation				
17. A mixture of the above				

THE BRAZILIAL EFL STUDENT: A PROFILE INFLUENCING CURRICULUM

B. Patterns of interaction (who you and your classmates work with in class):

	I enjoy	I learn better	it occurs in class	it should occur in class
1. Work on my own				
2. Pair work				
3. Groupwork				
4. My working with the teacher				
5. The teacher working with a classmate				

C. Control of the activities (who controls the activities):

	I enjoy	I learn better	it occurs in class	it should occur in class
1. My teacher controlling the activity				
2. A classmate controlling the activity				
3. My controlling the activity				

D. Sources of input (English language and culture):

	I enjoy	I learn better	it occurs in class	it should occur in class
1. The textbook				
2. The teacher				
3. A classmate				
4. An audio tape				
5. A video tape				

SOCIEDADE BRASILEIRA DE CULTURA INGLESA

DEPARTMENT OF EDUCATION - Rio de Janeiro

RESULTS

Questionnaire
2

PART I

In this part you are asked to please rate the reasons below from 1 (lowest) to 7 (highest) by circling the numbers.

TABLE 1

A. I began to study English because	Rank order				
	[illegible]B2A	B2A	A[illegible]B1A	[illegible]1A	A1A
1. my parents wanted me to.	5	9	9	10	3
2. I thought I might need English for my job.	2	2	1	1	5
3. my friends studied English.	11	11	10	11	11
4. I wanted to travel abroad.	6	4	2	8	4
5. I thought learning English is part of a good education.	3	6	4	3	2
6. I wanted to live abroad.	10	10	7	6	9
7. I wanted to make friends with foreigners.	8	8	8	7	10
8. I was interested in a foreign culture.	4	3	5	4	7
9. I wanted to understand films, videos, songs etc. in English.	1	1	3	2	1
10. I was interested in languages.	7	5	6	5	6
11. I thought learning English might be fun.	9	6	10	9	8

TABLE 2

B. Now I study English because

	Rank order				
	YB2A	B2A	AB1A	I1A	A1A
1. my parents want me to.	7	10	11	10	10
2. I may need English for my job.	2	1	1	1	1
3. my friends study English.	11	11	10	11	11
4. I want to travel abroad.	3	3	1	3	3
5. I think learning English is part of a good education.	4	4	4	4	4
6. I want to live abroad.	10	9	7	8	7
7. I want to make friends with foreigners.	9	5	3	7	3
8. I am interested in a foreign culture.	6	6	6	5	4
9. I want to understand films, videos, songs etc. in English.	1	2	3	2	2
10. I am interested in languages.	5	8	5	6	6
11. I think English classes are fun.	7	7	9	9	9

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Questionnaire

4

Level: YB 2A N= 48

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Specific grammar points	30	17	1	36	11	1	45	2	1	40	7	1
2. General grammar (incidental)	31	16	1	33	14	1	39	8	1	32	15	1
3. Vocabulary	39	8	1	37	10	1	44	3	1	39	8	1
4. Writing sentences	32	15	1	38	9	1	45	2	1	37	10	1
5. Writing paragraphs	33	14	1	44	3	1	46	1	1	37	10	1
6. Writing compositions	23	24	1	38	9	1	39	8	1	39	8	1
7. Reading Comprehension	37	10	1	36	11	1	42	4	2	41	6	1
8. Listening Comprehension	26	21	1	33	14	1	45	2	1	36	11	1
9. Viewing Comprehension	43	4	1	37	10	1	30	17	1	44	3	1
10. Memorized dialogues	16	31	1	25	22	1	42	5	1	27	20	1
11. Roleplays	32	15	1	29	18	1	36	11	1	37	10	1
12. Debates	36	8	4	36	48	4	23	19	6	35	9	4
13. Games	45	2	1	41	6	1	26	21	1	43	4	1
14. Discussions linked to the coursework	24	23	1	34	13	1	36	11	1	29	18	1
15. Discussions not linked to the coursework	30	17	1	28	19	1	25	22	1	36	11	1
16. Pronunciation	40	7	1	45	2	1	37	10	1	45	2	1
17. A mixture of the above	36	10	2	38	8	2	30	16	2	39	7	2

Y= Yes ; N= No ; U= Unstated

Level: YB 2A N= 48

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Work on my own.	26	22	--	21	27	--	46	2	--	28	20	--
2. Pair work	44	4	--	43	5	--	47	1	--	42	6	--
3. Groupwork	41	7	--	41	7	--	37	11	--	41	7	--
4. My working with the teacher	30	18	--	38	10	--	33	15	--	32	16	--
5. The teacher working with a classmate	41	7	--	31	17	--	27	21	--	36	12	--

C. Control of the activities (who controls the activities):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. My teacher controlling the activity	23	25	--	27	21	--	34	14	--	25	23	--
2. A classmate controlling the activity	18	30	--	28	20	--	20	28	--	20	28	--
3. My controlling the activity	27	21	--	27	21	--	17	31	--	23	25	--

D. Sources of input (English language and culture):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. The textbook	35	13	--	40	8	--	42	6	--	41	7	--
2. The teacher	38	10	--	41	7	--	46	2	--	40	8	--
3. A classmate	34	14	--	27	21	--	34	14	--	36	12	--
4. An audio tape	35	13	1	30	18	1	36	12	1	37	21	1
5. A video tape	40	8	--	37	11	--	37	11	--	42	6	--

Y= Yes; N= No; U= Unstated

Level: B 2A N= 33

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Specific grammar points	23	9	1	23	10	-	29	3	1	29	3	1
2. General grammar (incidental)	29	3	1	26	6	1	28	5	-	30	2	1
3. Vocabulary	27	5	1	30	3	-	31	1	1	31	1	1
4. Writing sentences	20	13	-	22	10	1	25	7	1	29	3	1
5. Writing paragraphs	21	12	-	26	6	1	27	5	1	30	2	1
6. Writing compositions	13	20	-	25	7	1	26	6	1	27	5	1
7. Reading Comprehension	25	7	1	26	6	1	28	5	-	29	2	2
8. Listening Comprehension	19	13	1	23	9	1	27	5	1	29	2	2
9. Viewing Comprehension	27	6	-	18	14	1	24	8	1	27	4	2
10. Memorized dialogues	7	25	1	12	20	1	9	24	-	12	20	1
11. Roleplays	14	16	3	12	18	3	9	22	2	21	11	1
12. Debates	22	9	2	26	5	2	4	27	2	28	4	1
13. Games	28	2	3	27	3	3	21	10	2	29	2	2
14. Discussions linked to the coursework	22	10	1	21	11	1	20	12	1	22	11	-
15. Discussions not linked to the coursework	29	4	-	27	5	1	22	10	1	25	6	2
16. Pronunciation	31	1	1	32	1	-	31	1	1	31	1	1
17. A mixture of the above	28	4	1	27	5	1	27	5	1	28	5	-

Y= Yes ; N= No ; U= Unstated

Level: B 2A N= 33

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Work on my own.	18	15	--	16	15	2	30	2	1	23	8	2
2. Pair work	32	1	--	28	4	1	30	2	1	30	1	2
3. Groupwork	24	9	--	20	11	2	23	9	1	28	4	1
4. My working with the teacher	22	10	1	27	6	--	19	13	1	25	6	2
5. The teacher working with a classmate	20	12	1	22	10	1	18	15	--	22	10	1

C. Control of the activities (who controls the activities):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. My teacher controlling the activity	23	9	1	22	9	2	27	5	1	17	14	2
2. A classmate controlling the activity	15	17	1	14	18	1	10	21	2	15	17	1
3. My controlling the activity	16	17	--	16	15	2	16	15	2	19	12	2

D. Sources of input (English language and culture):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. The textbook	30	2	1	28	4	1	28	5	-	30	2	1
2. The teacher	27	5	1	30	3	--	29	3	1	30	1	2
3. A classmate	23	10	--	20	12	1	18	14	1	24	8	1
4. An audio tape	29	3	1	28	4	1	27	5	1	32	1	--
5. A video tape	30	3	--	28	4	1	26	6	1	31	1	1

Y= Yes; N= No; U= Unstated

Level: AB 1A N= 30

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Specific grammar points	20	6	4	20	4	6	20	5	5	19	2	9
2. General grammar (incidental)	23	2	5	19	4	7	25	1	4	19	2	9
3. Vocabulary	24	1	5	25	-	5	25	1	4	22	-	8
4. Writing sentences	23	5	2	22	3	5	25	-	5	18	2	10
5. Writing paragraphs	23	4	3	25	2	3	20	6	4	17	5	8
6. Writing compositions	18	9	3	22	5	3	19	7	4	16	6	8
7. Reading Comprehension	25	-	5	22	1	7	21	3	6	24	-	6
8. Listening Comprehension	26	2	2	24	3	3	25	1	4	21	-	9
9. Viewing Comprehension	21	3	6	21	3	6	19	6	5	20	2	8
10. Memorized dialogues	3	21	6	3	20	7	5	19	6	4	18	8
11. Roleplays	9	13	8	9	10	11	3	20	7	12	11	7
12. Debates	18	5	7	18	2	10	4	18	8	15	5	10
13. Games	24	3	3	16	7	7	15	8	7	20	3	7
14. Discussions linked to the coursework	18	4	8	16	4	10	13	8	9	17	4	9
15. Discussions not linked to the coursework	17	3	10	14	5	11	5	15	10	16	4	10
16. Pronunciation	22	2	6	22	1	7	22	2	6	19	-	11
17. A mixture of the above	24	1	5	20	2	8	19	5	6	20	1	9

Y= Yes ; N= No ; U= Unstated

Level: AB 1A N= 30

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Work on my own.	22	5	3	18	5	7	23	4	3	17	2	11
2. Pair work	24	2	4	23	1	6	27	--	3	19	--	11
3. Groupwork	22	3	5	21	4	5	21	6	3	17	3	10
4. My working with the teacher	24	--	6	23	2	5	23	2	5	20	--	10
5. The teacher working with a classmate	22	1	7	21	2	7	17	7	6	19	2	9

C. Control of the activities (who controls the activities):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. My teacher controlling the activity	23	2	5	27	1	2	24	1	5	19	1	10
2. A classmate controlling the activity	1	22	7	1	20	9	2	17	11	2	16	12
3. My controlling the activity	4	21	5	5	16	9	3	18	9	3	16	11

D. Sources of input (English language and culture):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. The textbook	24	4	2	24	-	6	25	2	3	20	2	8
2. The teacher	27	-	3	22	1	7	22	1	7	19	-	11
3. A classmate	16	7	7	10	10	10	11	9	10	11	6	13
4. An audio tape	25	1	4	20	3	7	25	-	5	18	1	11
5. A video tape	22	3	5	20	2	8	19	3	8	18	2	10

Y= Yes; N= No; U= Unstated

Level: I 1A N= 49

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Specific grammar points	32	17	--	42	7	-	48	1	-	48	1	-
2. General grammar (incidental)	37	12	--	40	9	-	45	4	-	47	2	-
3. Vocabulary	40	9	-	45	4	-	46	3	-	47	2	-
4. Writing sentences	25	23	1	35	13	1	34	14	1	38	10	1
5. Writing paragraphs	27	21	1	35	13	1	40	8	1	38	10	1
6. Writing compositions	28	20	1	46	2	1	44	4	1	42	6	1
7. Reading Comprehension	34	14	1	43	5	1	30	18	1	41	7	1
8. Listening Comprehension	36	13	-	40	9	-	48	1	-	46	3	-
9. Viewing Comprehension	41	7	1	40	8	1	27	21	1	44	4	1
10. Memorized dialogues	9	39	1	12	36	1	6	42	1	10	38	1
11. Roleplays	22	26	1	25	23	1	10	38	1	28	20	1
12. Debates	44	5	-	41	8	-	41	8	-	28	21	-
13. Games	44	3	1	35	13	1	14	34	1	41	7	1
14. Discussions linked to the coursework	36	12	1	40	8	1	40	8	1	42	6	1
15. Discussions not linked to the coursework	46	3	-	47	2	-	40	9	-	47	2	-
16. Pronunciation	41	7	1	45	3	1	30	18	1	45	3	1
17. A mixture of the above	44	4	1	43	5	1	32	16	1	44	4	1

Y= Yes ; N= No ; U= Unstated

Level: I 1A N= 49

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Work on my own.	32	17	--	33	15	1	39	9	1	37	11	1
2. Pair work	42	6	1	41	7	1	45	3	1	44	4	1
3. Groupwork	44	4	1	36	12	1	44	4	1	44	4	1
4. My working with the teacher	34	14	1	41	7	1	31	17	1	42	6	1
5. The teacher working with a classmate	32	16	1	30	18	1	27	21	1	33	15	1

C. Control of the activities (who controls the activities):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. My teacher controlling the activity	30	18	1	34	14	1	39	9	1	36	12	1
2. A classmate controlling the activity	19	29	1	12	36	1	16	32	1	17	31	1
3. My controlling the activity	20	28	1	20	28	1	12	26	1	22	26	1

D. Sources of input (English language and culture):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. The textbook	43	5	1	41	7	1	43	5	1	47	1	1
2. The teacher	44	4	1	44	4	1	45	3	1	44	4	1
3. A classmate	41	7	1	36	12	1	33	15	1	42	6	1
4. An audio tape	39	9	1	37	11	1	41	7	1	43	5	1
5. A video tape	42	6	1	43	5	1	30	18	1	44	4	1

Y= Yes; N= No; U= Unstated

CULTURA INGLESA SOCIEDADE BRASILEIRA DE CULTURA INGLESA
DEPARTMENT OF EDUCATION - Rio de Janeiro

Questionnaire

4

Level: A 1A N= 47

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Specific grammar points	17	27	3	36	11	-	45	2	-	42	2	3
2. General grammar (incidental)	39	6	2	39	7	1	36	9	2	41	4	2
3. Vocabulary	42	3	2	43	2	2	44	2	1	44	1	2
4. Writing sentences	34	12	1	34	11	2	42	3	2	35	9	3
5. Writing paragraphs	31	15	1	30	15	2	30	15	2	35	10	2
6. Writing compositions	33	14	-	39	6	2	37	9	1	37	7	3
7. Reading Comprehension	36	10	1	41	5	1	44	2	1	42	3	2
8. Listening Comprehension	25	21	1	27	18	2	45	1	1	40	5	2
9. Viewing Comprehension	43	3	1	32	12	3	34	12	1	44	2	1
10. Memorized dialogues	4	43	-	5	42	-	2	44	1	5	42	-
11. Roleplays	25	20	2	17	29	1	8	37	2	26	20	1
12. Debates	45	2	-	40	5	2	37	8	2	43	2	2
13. Games	45	1	1	33	11	3	26	19	2	40	6	1
14. Discussions linked to the coursework	36	10	1	35	9	3	42	5	-	37	7	3
15. Discussions not linked to the coursework	44	2	1	41	4	2	36	9	2	45	1	1
16. Pronunciation	35	11	1	42	5	-	39	6	2	43	2	2
17. A mixture of the above	42	4	1	45	1	1	41	4	2	45	1	1

Y= Yes ; N= No ; U= Unstated

Level: A 1A N= 47

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. Work on my own.	25	21	1	20	23	4	40	6	1	36	9	2
2. Pair work	44	3	-	38	7	2	47	-	-	44	-	3
3. Groupwork	42	5	-	35	10	2	46	1	-	40	4	3
4. My working with the teacher	36	10	1	35	9	3	27	19	1	37	8	2
5. The teacher working with a classmate	31	13	3	27	16	4	21	26	-	30	14	3

C. Control of the activities (who controls the activities):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. My teacher controlling the activity	32	12	3	30	13	4	43	3	1	32	11	4
2. A classmate controlling the activity	19	26	2	16	28	3	10	34	3	20	25	2
3. My controlling the activity	33	12	2	25	19	3	12	32	3	22	23	2

D. Sources of input (English language and culture):

	I enjoy			I learn better			it occurs in class			it should occur in class		
	Y	N	U	Y	N	U	Y	N	U	Y	N	U
1. The textbook	37	10	-	36	8	3	40	5	2	37	7	3
2. The teacher	46	1	-	43	3	1	44	3	-	44	-	3
3. A classmate	38	8	1	30	15	2	29	15	3	38	6	3
4. An audio tape	34	12	1	34	12	1	40	6	1	41	4	2
5. A video tape	44	2	1	42	3	2	36	9	2	44	-	3

Y= Yes; N= No; U= Unstated